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ADEQUACY OF PROVISION FOR ADULT EDUCATION IN SELECTED AREAS--RESEARCH PROJECT.

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A SURVEY WAS TO BE MADE IN ENGLAND AND WALES TO ASSESS THE OVERALL ADEQUACY OF PROVISIONS MADE FOR ADULT EDUCATION BY LOCAL EDUCATION AUTHORITIES, UNIVERSITY EXTRAMURAL DEPARTMENTS, WORKERS' EDUCATIONAL ASSOCIATION DISTRICTS, AND VOLUNTEER ASSOCIATIONS WITH AN EDUCATIONAL FUNCTION. SIX AREAS WERE SELECTED USING STATISTICS ON TERMINAL EDUCATION AGE AND SOCIOECONOMIC COMPOSITION OF THE ADULT POPULATION FROM A 1961 CENSUS. THEY REPRESENTED HIGH TO LOW POINTS ON THE SCALE IN TERMS OF SOCIAL CLASS AND EDUCATIONAL COMPOSITION. IN EACH AREA, A RANDOM SAMPLE OF THE ADULTS WAS TO BE INTERVIEWED WITH A QUESTIONNAIRE ON KNOWLEDGE AND USE OF EXISTING ADULT EDUCATION OPPORTUNITIES. ANOTHER QUESTIONNAIRE WAS DESIGNED FOR CURRENT PARTICIPANTS IN ADULT EDUCATION PROGRAMS. QUESTIONNAIRES AND INSTRUCTIONS TO INTERVIEWERS WERE INCLUDED. (LY)

THE NATIONAL INSTITUTE OF ADULT EDUCATION

(ENGLAND AND WALES)

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RESEARCH PROJECT: ADEQUACY OF PROVISION FOR ADULT EDUCATION IN SELECTED AREAS

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AIM

The aim of this enquiry, which is being made with support from the Department of Education and Science, will be to assess, in selected areas, the adequacy of the total provision made in each area by the various agencies for adult education: LEAs, university extra-mural departments, WEA Districts and voluntary organisations with an educative function.

SCOPE

Broadly, the enquiry will consist of studies both amongst existing providers of adult education, and the 'market' in the sense of actual students and the adult population as a whole. However attention will be paid to new and proposed activities which may be of future importance, in particular adult education by television and radio, and the developments from the Industrial Training Act (1964).

DEFINITIONS

A ADULT EDUCATION

The question of defining 'adult' education is of course a very tricky one, and the lack of administrative clarity is probably in no small way responsible for the variety of definitions and interpretations which currently abound. Speaking recently the Secretary of the Oxford Extra-Mural Delegacy, F.W. Jessup stated that: 'adult education is a territory where there are no exact boundaries, where definition and delimitation are lacking, and where occasionally demarcation disputes take place*...'. For the purposes of this enquiry the question of defining the 'territory' cannot be ducked: it must be attempted however arbitrary the result.

We shall be attempting to get a comprehensive view of the spectrum of adult education within an area. We are conscious that at one edge the subject shades off into the general field of 'educational influences' bearing down from various cultural and social activities, and, at the other edge, into the direct sphere of 'further' education which is concerned with technical, commercial, artistic and professional qualifications, and is largely provided specifically for young adults either on a full or part time basis.

Our working definition will be geared to the provision within the local authority areas which we have chosen to investigate. We would suggest the following:

'Adult education within the area should be seen as any generally available local educative activity which provides a learning situation in the form of lectures, instruction, demonstrations, or discussion. A course or activity can be intended as vocational or non-vocational, and may or may not involve evaluation by examination, subject to the following provisos:

1. it must <u>not</u> be intended to prepare or qualify young adults for a first career or employment.
2. it must be intended for people who have terminated their full-time education, unless it is provided on a full-time basis specifically for adults who have had considerable experience of working life.

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* The Changing Pattern of Adult Education, British Association Conference Nottingham, September 1st 1966

B ADEQUACY

The underlying assumption of this survey is that adult education is an important part of total educational provision within an area. However 'adequacy' itself is not easy to define: it is best seen as a number of distinguishable but inter-related factors which can be used as hypothetical criteria. It follows that provision would be approaching adequacy if all these criteria were satisfied:

1. That the agencies of adult education and the staff employed by them believe in the importance of adult education, both for individuals themselves and for the community.

2. That the agencies know what the adult population wants in the way of courses and activities: (Both current and potential students).

3. That the agencies provide a varied, comprehensive and up-to-date range of courses and activities.

4. That the agencies are aware of the reasons of students for attending courses, and also the reasons for not attending.

5. That the individual courses and activities provided contribute to the mastery of a skill or body of knowledge, and to the general enrichment of students' lives.

6. That the agencies attempt to spread knowledge and create demand by the use of publicity. (Handouts, booklets, posters, etc.) It follows that adults should be aware of the facilities available to them and not put off from attendance by ignorance of their existence.

7. That the agencies attempt to encourage participation in association with radio and television educational programmes.

8. That agencies innovate in encouraging workplace and day-time adult education.

9. That the agencies cater for a high and increasing proportion of the resident adult population.

10. That agencies cater for all the major population groups within the area, as differentiated by age, sex, education and occupational (socio-economic) status.

11. That the agencies attempt to cater for underprivileged or special groups such as immigrants or physically handicapped persons.*

12. That the agencies provide suitable accommodation - within easy reach - and equipment.

13. That the agencies provide suitable numbers of full-time staff specialising in adult education and also teachers trained in this aspect of education, capable of stimulating and sustaining the interests of adult students.

14. That a mutually helpful and co-operative attitude exists between the local education authority and the relevant responsible bodies.

15. That the Local Education Authority encourages the participation in adult education of other departments, such as museums and libraries, and locally active clubs, societies, guilds and churches.

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* From the consumer view it is likely that questions relating to these topics could be administered for, or by, the special groups.

C AREAS

The selection of Local Education Authority areas was based on the cross-reference of factors relating indirectly to adult education. (No existing statistics on adult education were judged appropriate to serve as the basis for the selection). The statistics used were those on Terminal Education Age and Socio-Economic Composition of the adult population derived from the 1961 Census. The areas chosen represent points on the scale from 'high' to 'low' in terms of the social class and educational composition of local authority areas in England and Wales. (A full paper on area selection is available on request).

THE NATIONAL INSTITUTE OF ADULT EDUCATION

The Institute is maintained by the major agencies of adult education in England and Wales to foster their common interests, and is grant-aided by the Department of Education and Science. It is a means of contact and consultation between them, it is a centre of information and publishes a professional journal and specialist literature; it enables its members to undertake research which concerns them all, as in this case.

Previous Institute enquiries resulted in the publication of:

'Liberal Education in a Technical Age' (1955)

'Museums and Adult Education' (1957)

'Education and Retirement' (1960)

'Accommodation and Staffing for Adult Education' (1963)

'Recruitment and Training of Staff for Adult Education' (1966)

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THE NATIONAL INSTITUTE OF ADULT EDUCATION

(ENGLAND AND WALES)

ENQUIRY INTO THE ADEQUACY OF PROVISION FOR ADULT EDUCATION

SELECTION OF AREAS

INTRODUCTION

It was agreed at the recent Steering Committee Meeting (July 14th) that in the matter of area selection a 'provisional choice should be made by the research staff and communicated to members of the Steering Committee'. Since that meeting further work has been done on the problem and this paper gives details of the method used and lists the areas provisionally chosen.

APPROACH

It was thought that the best basis for selection would be a stratification of areas by indicators relating either directly or indirectly to adult education. Four factors, about which statistical information, could be obtained were taken into account:

FACTOR	SOURCE
1. Terminal Education Age	1961 Census
2. Occupation	1961 Census (Obtained through Research Services Ltd.)
3. Domestic Rateable Value	Ministry of Housing and Local Government 1964
4. Inter-Censal Population Movement 1951-61	1961 Census

The first three factors - education, occupation, and the proportion of domestic rateable value from property of high rateable value - are useful indicators of the social structure of the areas. The fourth factor, concerned with population growth or decline, is an indicator of economic and social change within areas. No other factors examined appeared to provide better

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indicators of probable attitudes to adult education. For example, although statistics on enrolments in Evening Institutes were made available by the Department of Education and Science, it was decided not to make use of them, for two reasons. Firstly they included figures related to younger age groups and secondly they excluded adult education activities in major establishments. For these reasons they could well prove misleading. Commercial data on wealth, ownership of consumer durables and private incomes was available, through the courtesy of the IPA, but could not be applied to the current problem as it was not broken down by the administrative areas from which the sample would be drawn.

The most direct statistics relating to expenditure on adult education were those on Further Education Cost published by the Institute of Municipal Treasurers and Accountants. However there was no way of breaking this information down to isolate the cost of 'adult' education only, and a matrix analysis showed no correlation between either TEA or Social Class on the one hand and Further Education Cost on the other.

METHOD

It was assumed, in the light of previous research, that the factors relating to Terminal Education Age (TEA) and Occupational Composition (Social Class) should form the basis of the selection.

All local authorities responsible for education with the exception of Inner London, the Outer London Boroughs and the two new boroughs of Solihull and Luton were used in the selection.* The remainder (138 local education authorities) were divided into five similar sized groups on two separate scales. Firstly on the basis of the Terminal Education Ages of the population aged 25 and over, (Groups I - V), and secondly on the basis of the social class characteristics of the adult male population, (Groups A - E).

The groups on each scale were arranged from 'high' to 'low'. This means that Group I represented the top fifth of authorities with regard to Terminal Education Age, i.e. those authorities where the highest proportion of the population had the most full time education. Similarly Group A represented the top fifth of authorities with regard to Social Class, i.e. with the

* AS TO THE EXCLUSIONS SEE PAGE 4

highest proportion of managerial and professional to other workers. The relationship between the two factors, TEA and Social Class, is shown on Diagram A (Page 5).

[redacted]

The diagram reflects the close correlation between the TEA and Social Class composition of the majority of local authority areas that would be expected: those with high TEAs tend to be high on the Social Class scale and those with low TEAs tend to be low on the Social Class scale. The closeness of the relationship is shown by the fact that 46% of local authority areas were ranged along the diagonal VZ which itself cut through the rectangles IA, IIB, IIIC, IVD, and VE. Areas in these rectangles, which showed a direct correlation between TEA and Social Class, were used for the actual selection.

The two factors of TEA and Social Class were related to other social indicators. The Average Value Table (Page 6), which refers to Groups along the diagonal VZ, shows that these factors are closely correlated with both the proportion of domestic rateable value coming from property rated at over £200 and with inter-censal population growth.

The authorities on the diagonal also represent a geographical and industrial spread. To take the extremes: southern and south western counties are found mainly in Group IA, whilst Group VE comprises almost exclusively northern and old established industrial towns. (See pages 7-11).

It was decided to make a selection by taking one area from each rectangle on the diagonal, one from IA, one from IIB etc. This would automatically reflect the important Social Class and TEA differences shown in the stratification. Secondary factors which have also to be taken into account include:

(a) Regional Coverage

(b) The County Council to County Borough Authority Ratio

A choice of five areas left obvious geographical weaknesses in England alone. Consequently a sixth area was selected and this was taken from the mid-point on the diagonal (Group IIIC). In addition a Welsh area will be selected on a similar basis, and Denbighshire which has already been suggested may well be appropriate.

SELECTION

GROUP	LOCAL AUTHORITY	UNIVERSITY	WEA DISTRICT	REGIONAL ADVISORY COUNCIL
IA	DORSET C.C.	BRISTOL and SOUTHAMPTON	SOUTHERN	3
IIB	READING C.B.	READING	BERKS, BUSHY OXON.	2
IIIC	LINCOLNSHIRE - LINDSEY C.C.	NOTTINGHAM, HULL and SHEFFIELD	YORKS-SOUTH	5
IIIC	NORTHANTS C.C.	LEICESTER and CAMBRIDGE	EASTERN	5
IVD	NEWCASTLE C.B.	NEWCASTLE	NORTHERN	9
VE	PRESTON C.B.	LIVERPOOL	WEST LANCS and CHESHIRE	8

NOTE A detailed classification of the areas used as a basis for selection is shown on pages 7 - 11.

EXCLUDED AUTHORITIES

1. Solihull and Luton County Boroughs

These two authorities have been excluded from the sampling frame as they were only recently formed (April 1st 1964).

2. Greater London

The Outer London Boroughs and the Inner London Education Authority have been excluded from the sampling frame for the reasons given below.

(a) The area is both too complex to allow one unit to stand as indicative of the whole, and too distinctive to be treated other than as a special case. In fact Greater London merits a separate study.

(b) It is an area of change due to the recent administrative re-organisation.

(c) An enquiry into a Greater London unit would have meant the exclusion, on a regional and population basis of either the area in the South-West (Dorset) or the South (Reading).

(d) Certain statistical difficulties are involved in translating the 1961 Census figures into a pattern imposed by the new Borough boundaries.

DIAGRAM A

SOCIAL CLASS / T.E.A.	A	B	C	D	E
I	18	7	1	1	-
II	8	13	3	3	1
III	-	6	9	9	4
IV	-	2	13	8	5
V	-	-	2	9	16

V, X, Y, Z

NOTE THE NUMBERS IN THF RECTANGLES REPRESENT THE TOTAL OF LOCAL AUTHORITY AREAS WITHIN EACH TEA AND SOCIAL CLASS GROUP

AVERAGE VALUE OF INDICATORS USED FOR AREA SELECTION, WITHIN EACH GROUP ON THE DIAGONAL VZ

GROUP	TEA (England and Wales = 100) INDEX	PROPORTION OF MALE POPULATION IN TOP OCCUPATIONAL GROUPS (England and Wales excluding G. London = 12.7%) %	PROPORTION OF DOMESTIC RATEABLE VALUE FROM PROPERTY VALUED AT £200 OR MORE (England and Wales excluding G. London = 3.77%) %	POPULATION INCREASE 1951-1961 (England and Wales = 5.3%) %
IA	119	20	6.85	8.9
IIB	107	14	2.96	6.0
IIIC	99	13	1.39	6.5
IVD	93	11	0.99	3.6
VE	84	8	0.29	-4.1

GROUP I - A

	TEA INDEX	PROPORTION IN TOP OCCUPATIONAL GROUPINGS %	POPULATION INTERCENSAL MOVEMENT 1951-61 %	DOMESTIC RATEABLE VALUE - FROM PROPERTY OVER £200 %
CAERNARVONSHIRE	128	18	-2.4	0.33
SURREY	126	24	9.5	16.90
SUSSEX - EAST	126	22	12.5	16.95
MERIONETHSHIRE	125	16	-5.9	0.47
CARDIGANSHIRE	122	21	0.5	0.06
BERKSHIRE	120	17	32.7	8.23
EASTBOURNE	120	22	5.3	13.80
SUSSEX - WEST	120	22	27.4	8.52
DEVON	120	18	4.7	4.18
HERTFORDSHIRE	116	20	36.5	8.87
MONTGOMERYSHIRE	116	21	-3.8	0.46
BOURNEMOUTH	115	20	6.3	15.24
RADNORSHIRE	115	19	-7.8	1.05
WESTMORLAND	114	23	-0.3	2.46
SOMERSET	113	17	9.6	2.63
BUCKINGHAMSHIRE	113	18	25.9	12.10
DORSET	113	18	6.1	9.05
HEREFORDSHIRE	113	19	3.0	2.00
AVERAGE	119	20	8.9	6.85

GROUP II - B

	TEA INDEX	PROPORTION IN TOP OCCUPATIONAL GROUPINGS %	POPULATION INTERCENSAL MOVEMENT 1951-61 %	DOMESTIC RATEABLE VALUE - FROM PROPERTY OVER £200 %
WARWICKSHIRE	111	13	24.8	3.74
CHESTER	110	14	4.1	2.29
SUFFOLK - WEST	110	13	7.7	2.22
SUFFOLK - EAST	109	14	5.1	1.47
WALLASEY	109	14	1.8	0.58
DENBIGHSHIRE	109	14	1.8	0.69
EXETER	106	13	6.2	5.62
SHROPSHIRE	106	14	2.6	1.61
CARDIFF	106	13	5.2	0.31
READING	104	13	5.0	0.93
BRIGHTON	104	15	3.0	16.16
YORKSHIRE - EAST RIDING	104	14	5.7	1.87
YORKSHIRE - WEST RIDING	104	13	5.0	1.10
AVERAGE	107	14	6.0	2.96

GROUP III - C

	TEA INDEX	PROPORTION IN TOP OCCUPATIONAL GROUPINGS %	POPULATION INTERCENSAL MOVEMENT 1951-61 %	DOMESTIC RATEABLE VALUE - FROM PROPERTY OVER £200 %
NORFOLK	102	13	3.6	1.42
CUMBERLAND	102	13	2.5	0.56
BIRKENHEAD	101	12	-0.6	2.28
BEDFORDSHIRE	99	13	22.0	1.70
SOUTHAMPTON	98	12	7.8	0.87
WORCESTER C.B.	97	13	6.1	0.42
LEICESTER C.B.	97	12	-4.2	3.10
LINCOLNSHIRE - LINDSEY	96	13	6.9	0.60
NORTHAMPTONSHIRE	96	12	14.7	1.61
AVERAGE	99	13	6.5	1.39

GROUP IV - D

	TEA INDEX	PROPORTION IN TOP OCCUPATIONAL GROUPINGS %	POPULATION INTERCENSAL MOVEMENT 1951-61 %	DOMESTIC RATEABLE VALUE - FROM PROPERTY OVER £200 %
COVENTRY	95	10	18.1	1.42
LIVERPOOL	94	10	-5.5	0.94
STAFFORDSHIRE	94	11	15.5	1.39
BURTON-ON-TRENT	94	10	3.3	0.28
BRADFORD	93	11	1.2	0.16
NEWCASTLE-UPON-TYNE	92	11	-7.7	1.27
NORTHAMPTON C.B.	92	11	0.9	1.41
ROCHDALE	91	11	3.0	1.11
AVERAGE	93	11	2.9	0.99

GROUP V - E

	TEA INDEX	PROPORTION IN TOP OCCUPATICNAL GROUPINGS %	POPULATION INTERCENSAL MOVEMENT 1951-61 %	DOMESTIC RATEABLE VALUE - FROM PROPERTY OVER £200 %
BARNSLEY	89	8	-1.3	0.10
PRESTON	87	6	-6.7	0.24
ROTHERHAM	87	9	3.6	0.47
DERBY	87	8	-6.3	0.55
DURHAM C.C.	87	9	5.6	0.27
BOOTLE	85	6	-3.8	0.08
GATESHEAD	85	8	-10.3	0.10
ST. HELENS	85	7	-3.7	0.12
SALFORD	85	8	-13.0	1.14
OLDHAM	84	9	-6.3	0.26
SMETHWICK	84	6	-10.5	-
BURNLEY	83	9	-5.2	0.16
WEST BROMWICH	82	8	9.0	0.16
WARRINGTON	80	6	-6.4	0.02
WIGAN	80	9	-6.9	0.83
STOKE-ON-TRENT	79	6	-3.5	0.15
AVERAGE	84	8	4.1	0.29

SURVEY ON THE ADEQUACY OF ADULT EDUCATION

INSTRUCTIONS FOR INTERVIEWERS

1. INTRODUCTION

This survey is being carried out by the National Institute of Adult Education on behalf of the Department of Education and Science. It is one part of a study which aims to assess, in selected areas, the adequacy of the total provision made in each area, by the various agencies for adult education (LEAs, University Extra-Mural Departments, WEAs and voluntary organisations).

In this survey we want to find out what the general public knows about adult education, and why it does or does not utilise the facilities which are available.

2. DEFINITION OF ADULT EDUCATION

The definition we will be using in our study is given below:

> 'Adult education within the area should be seen as any generally available local educative activity which provides a learning situation in the form of lectures, instruction, demonstrations, or discussion. A course or activity can be intended as vocational or non-vocational, and may or may not involve evaluation by examination, subject to the following provisos:
>
> 1. it must not be intended to prepare or qualify young adults for a first career or employment.
> 2. it must be intended for people who have terminated their full-time education, unless it is provided on a full-time basis specifically for adults who have had considerable experience of working life.'

3. THE SAMPLE

The areas - Reading, Preston, Northamptonshire, Lincolnshire (Lindsey), Dorset and Newcastle-upon-Tyne - were selected using statistics on the Terminal Education Age and Socio-Economic Composition of the adult population, derived from the 1961 Census of Population. They represent points on the scale from 'high' to 'low' in terms of the social class and the educational composition of local education authority areas.

Within each area a random sample of the adult population has been selected from the Electoral Register. Firstly 20 polling districts were selected, then within each of these polling districts, 30 names were chosen.

4. WHO TO INTERVIEW

As an interviewer you will be assigned a polling district address list containing 30 names. All the addresses on the list will be in reasonable walking distance from one another.

Your address list gives you the full name of the person to be interviewed, his serial number, his address, and the number of males and females aged 21 or more at that address. You should try to interview everyone named on the list.

People who are ill, or who have moved away, or have died, should be recorded as non-contacts. You must interview the person whose name is on the address list. No other person at the same address or any other address will do as a substitute.

The reason for each non-contact or refusal must be given in the space marked 'Interviewers Comments' on the back page of the questionnaire.

A questionnaire must be returned for every name on your address list.

The 18 - under 21 age group is not on the electoral register. In order to obtain representatives of this age group you should interview all people in each household you call at who are over 18 and under 21. There are two exceptions to this:

1. do not interview full-time students aged 18 - under 21.
2. if there are more than three persons of this age group in the household do not interview any of them. Record their relationship to the head of the household and contact the office.

5. INTRODUCING THE SURVEY

At the beginning of the questionnaire a specimen introduction has been given: this may be used on the doorstep. Another way of beginning is by saying something like: 'I am taking part in a survey on leisure-time activities (or on what people do in their spare time). This survey is being done in different parts of the country. Your name has been chosen at random from the electoral register - please could you help me by answering some questions.' At the same time or before you ask the first question, you should show your Authorisation Card, and when inside or where necessary give further explanations of who you are and what you are doing.

It is very important that you should create a good impression whether or not the person you see gives an interview.

NOTE: Before starting the survey in the field you should call on the nearest Police Station to your area and tell them who you are and what you are doing. In rural areas, of course, the police can also be very helpful in finding addresses and houses.

6. COMPLETING THE QUESTIONNAIRE

1. STARTING

Make sure you fill in the Area and Questionnaire Serial Number grid on the front page.

Area Code (first box) The area codes are given below:

READING	1
PRESTON	2
NORTHAMPTONSHIRE	3
DORSET	4
LINCOLNSHIRE (LINDSEY)	5
NEWCASTLE-UPON-TYNE	6

Questionnaire Serial Number Code (second, third and fourth box) The Serial Number for each questionnaire should be transferred from your address list. Make sure that you put each code in the right box: e.g.

1	3	7	2
Sample Area		Questionnaire Serial Number	

When you interview a person aged 18 and under 21 use the same serial number as for the person named on your list at that address but add a large 1 at the right hand side of the grid. If you interview a second 18-21 year old at that address, add a large 2, etc.

2. ANSWERS TO QUESTIONS

Answers will be recorded either by ringing a code number (pre-coded) or by writing down the informants reply (open-ended). Some questions will involve both methods of recording.

Write DNA (Does not apply) across all questions not applicable to a particular informant.

7. THE QUESTIONNAIRE'S CONTENTS

1. GENERAL

Make sure that you are familiar with each question so that you can handle an interview as though it were a conversation. Never give the informant the impression that you are reading a question for the first time. A guide is given below to help you with questions which may require interpretation.

2. THE QUESTIONS THEMSELVES

1(a) - The word people is underlined as a reminder that we are referring to people in general: this is not asking whether the informant himself has more leisure-time.

1(b) - This is an opinion question, write down as exactly as possible what the informant has said. This applies to all questions which are open-ended. Repetition of the question and the standard probes 'Could you explain that a little more fully' and 'anything else', if appropriate, are the only probes to be used.

3 - Allow plenty of time for the informant to answer 3(a) before asking 3(b). Obtain as many activities as he gives you but do <u>not</u> suggest any type of activity to the informant - you may make him or her think they <u>ought</u> to be doing the thing you suggest and this could lead to a misleading answer.

4(c) - The Reading area - this should be taken as 'within 5 miles or so of Reading' for consistency with 4(a).

4(d) - Obtain as clear and correct title of the Club or Society concerned as possible.

5(a) - Do not deviate from the wording here or add anything. Please keep clear the difference between 'No, None' and No, Dont Know' and follow the directions clearly. Be careful to code the right answer.

5(b) - Write down all places mentioned. Remember to write them down as they are mentioned by the informant.

6(a) - For the dependent question (where the answer is 'yes') please record the comments exactly as the person tells you - do not change his or her wording. You should probe for more information on this question if necessary. For example if 'poster' or 'leaflet' is mentioned ask 'what was on it!?', 'where did you see it?'.

7 - It is important that you accept what the informant regards as a class. If the informant has enrolled since the beginning of the 1966-67 session but given the class up, or if the class has stopped for some reason, treat him as not enrolled. If the informant is in doubt as to whether he attends a class or not this definition of education should be used as a guide: (<u>Do not read it to the informant</u>)

'Any educative activity which provides a learning situation in the form of lectures, instruction, demonstrations, or discussion'. Exclude correspondence courses.

8 - After establishing the classes that the informant is enrolled in (8(a)) remember to ask 8(b), 8(c) and 8(d) for each class separately.

8(d) - If 'what organisation runs the class' requires clarifying, explain: 'I mean what organisation provides the teacher or instructor.

9(a) - As with question 8. It is important that you accept what the informant regards as a class.

If the informant is in doubt as to whether he attended a class or not this definition of education should be used as a guide. Do not read it to the informant:

'Any educative activity which provides a learning situation in the form of lectures, instruction, demonstrations or discussion'.

'Any class before now' may include classes enrolled in <u>this</u> year (1966/67) which the informant stopped attending for one reason or another - e.g. the class closed down for lack of support.

10 - Opinion questions - use standard probes only and write down verbatim the answers given. Be careful not to use any unauthorised probes or change the wording.

11 - Be careful with this question. Do not put the informant on the defensive by implying that he <u>should</u> have joined a class before now.

12 - Record any spontaneous comments beneath this question.

13(a) - Note again the two kinds of negative answers and ring accordingly.

13(b) - The prompt 'anything else' should only be made after the informant has paused.

13(c) - Use standard probes.

13(d) - If the informant is hesitant explain that you want to find out when it is convenient for most people to attend classes. Note the days first then the times.

13(f) - Start at the extremes on these two scales rather than go straight
(g) - through from top to bottom.

Thus in 13(f) - start with very wide and very limited, then wide and limited, finally neither wide nor limited.

This gives the informant some idea of the range. Do not prompt the 'dont know'.

14(a) - Use standard probes.

14(b) - If the informant hesitates to state a preference state the
(c) last part of the question again stressing 'Which do you <u>most</u> agree with'. Do not read the 'dont know'.

15 & 17 Allow the informant to have a good look at the card before working through the phrases. Then work through in order from top to bottom. You will find it helpful to repeat the question occasionally as you run through the list with the informant.

Remember in Q 15, if the informant is currently enrolled he applies each phrase to himself, if he is not currently enrolled he applies each phrase to <u>most</u> adults who go to classes.

Similarly in Q 17, if the informant is currently enrolled he applies each phrase to most people not going to classes. If <u>not</u> currently enrolled/he applies each phrase to himself.

19 & 20 These two questions should flow smoothly together. Usually they allow the informant to choose between two alternatives. Read out each part of the question as in the text. Do not prompt 'both', 'dont know' or anything else that is not in the question.

21 - Try to get the <u>name</u> of the series etc., but if the informant doesn't remember properly try to get a full description of what it is - e.g. 'about literature at 7.30 pm'. Note if TV or radio. Be careful to ring the appropriate codes in the grid. Take each series separately. If the informant queries 'series' reply: 'A series must consist of 2 or more programmes'.

8. <u>CLASSIFICATION</u>

<u>There must always be some kind of introduction to the Classification</u> - it is <u>not</u> at all permissable to ask these questions without explaining why we are doing so. A specimen introduction is given on the questionnaire but it may be necessary to vary this according to the person you are talking to, your own method of approach etc. It may also be necessary that you reassure the informant that the survey is confidential: 'When the results of the survey are analysed we never mention the names of persons who take part but we need to be able to put them into groups such as age, sex, occupation'.

In this section much of the questioning must be done by you and the answers coded accordingly. Much of the information may already have emerged during the interview, e.g. whether the person is married or single or divorced. This information should never be taken for granted but always checked.

It is usually advisable to ask a straightforward question for age, e.g. 'Could you tell me your age on your last birthday?'.

<u>D.E.F.G. OCCUPATION</u>

This is a very important part of the classification and it is essential for interviewers to obtain <u>as much information as possible</u> since these occupations will be grouped under various headings such as manual, semi-skilled, skilled, clerical, higher clerical, professional etc. It is not possible to provide set questions to get the answers here but useful probes are such things as 'What do you actually do?', 'What kind of work is that?', since the answers may be too technical or vague for coding.

For <u>Type of Industry, Business or Service</u> we do not need the <u>names</u> of firms though this can be helpful. We do need to know what the firm actually does, what is made in that particular factory etc.

The kinds of answers which are not sufficient are 'clerk', 'teacher', 'engineer' and 'civil servant'. We need to know much more than this. For the Civil Service or Local Government please obtain the grade and department wherever possible by asking 'Which grade are you?' etc., and placing the name of the department under industry. For teachers find out whether head of department, or assistant, and which kind of school. For engineer we need to know what kind of engineering and whether skilled or unskilled; he could be a storekeeper or highly qualified structural, electrical, civil, mining or whatever the case may be engineer.

Any occupations or industries, which may well be known to the interviewer because 'local' should be explained on the questionnaire since this may not be known to the coders.

Flexibility is essential when getting this information and should the informant refuse to give any or any more information this should be noted on the questionnaire.

You should always obtain the Head of Household's occupation. If the informant is Head of Household make it clear under G. The Head of Household can be defined as 'the person in whose name the house is owned or rented'.

H. TENURE OF HOUSE

Here the question to ask is 'Do you own or rent this house'. If rented then ask if it is from the Council or private owner.

I. SCHOOLING.

Treat Direct Grant and Public Schools as coming within the 'Private School' sector.

J. LATER EDUCATION

'F.T.' means full time: 'P.T.' means part time. Include current attendance.

M. NUMBER IN HOUSEHOLD

When asking about the number in the household we should first define what we mean by 'household'. This is 'those persons who normally live at that address and are given at least one meal per day by the same person'. Thus, should the house contain a student who has breakfast with the family regularly but no other meal he would still be counted a member of the household. If, on the other hand, the student cooks for himself all the time he would not be included but be considered a separate household. Should you be doubtful about including anyone in the household or not - please write down full particulars and leave it to us to decide.

9. ON COMPLETION OF THE INTERVIEW

1. Make sure that the Serial Number is on the front.
2. See that you have asked every question that needed to be asked, and that you have got an answer to it. A line should be drawn and DNA written across any questions which do not apply to that particular informant.
3. Note the time taken, and the name and address of the informant on the back of the page.
4. Write down any comments the informant may have. It is important to thank your informant for answering the questions before leaving.
5. Add anything it may have been impossible to write down whilst in the house.
6. Finally add your own comments and your name.

Sample Area | Questionnaire Serial Number

DO NOT WRITE IN THIS SPACE

ADULT POPULATION QUESTIONNAIRE

INTRODUCTION

I am taking part in a survey on leisure time and educational facilities in this area and would like to ask you some questions. I would be grateful for your co-operation. (SHOW AUTHORISATION CARD)

1(a) We often hear that people have a lot more leisure time these days than they used to have. Do you agree with that?

INTERVIEWER: Should the informant need clarification explain: 'by leisure time I mean the time left over in the week and at the weekend after work and household jobs are done'.

	RING
YES	Y
NO	X
DONT KNOW	O

INTERVIEWER: Ask if 'YES' or 'NO'

1(b) Why do you think that? (RECORD COMMENTS VERBATIM)

.....

.....

.....

2 Do you have about as much spare time when you've finished your work and other jobs, as you'd like, or would you rather have more, or less?

	RING
AS MUCH AS I'D LIKE	Y
RATHER HAVE MORE	X
RATHER HAVE LESS	O
DONT KNOW	1

3(a) May I ask you about your own spare time activities and interests?

What sort of things do you enjoy doing most in your spare time - that is in the time that you have left over in the week and at the weekend after your work and household jobs are done?

.....

.....

.....

.....

3(b) Is there anything else you enjoy doing in your spare time?

.....

.....

I'd like to ask you now a specific question about this area.

4(a) How long have you lived in this area - within five miles or so of Reading?

	RING
RUNNING PROMPT	
5 YEARS OR LESS	Y
MORE THAN 5 - 15 YEARS	X
MORE THAN 15 YEARS - UP TO 30 YEARS	0
OVER 30 YEARS	1

4(b) Are you a member of any societies, clubs or associations at present?

	RING
YES	2
NO	3

IF NO: GO TO 5(a)

IF YES:

4(c) Do any of these meet in the Reading area?

	RING
YES	4
NO	5

IF NO: GO TO 5(a)

IF YES:

4(d) Which?

.....

.....

ASK ALL: Now to change the subject slightly:

5(a) Suppose someone who has left school wants to learn more about a subject - I mean a language such as French; something like dressmaking or pottery; local history, current affairs, car maintenance; that sort of thing. Do you know of any <u>place</u> in the area or nearby where he can go?

	RING
YES	Y
NO, NONE	X
NO, DONT KNOW OF ANY PLACE	0

GO TO 7

IF YES:

5(b) Which place or places do you know?

....

....

....

....

5(c) How did you yourself get to know about the facilities for this kind of activity available there?

.....

.....

.....

5(d) Do you know where particulars of these classes can be obtained?

<u>PROBE FOR DETAILS</u>

.....

6(a) Can you recall having seen any information or publicity of any type about these classes recently?

		RING
	YES	Y
GO TO 6(b)	(NO	X
	(DONT KNOW	O

IF 'YES' ASK: What have you seen?

PROBE .....

.....

.....

.....

6(b) Would you say that these classes are effectively publicised?

	RING
YES	Y
NO	X
DONT KNOW	O

IF 'YES' OR 'NO' ASK: Why do you say that?

.....

.....

INTERVIEWER: ASK ALL:

7 Are you at present attending any class in Reading or elsewhere?

		RING
GO TO 8(a)	(CURRENTLY)	YES
GO TO 9(a)		NO

IF INFORMANT 'CURRENTLY' ENROLLED: USE GRID BELOW

8(a) What classes are you attending?
INTERVIEWER: WRITE IN GRID BELOW. TAKE FIRST THREE CLASSES ONLY.
ASK FOR EACH CLASS SEPARATELY:

8(b) Is this class related to your paid job or employment? RING IN GRID

8(c) Does it lead to any certificate, diploma or degree? RING IN GRID

8(d) Could you tell me what organisation runs the class? WRITE IN GRID

CURRENT GRID

8(a) CLASSES ATTENDED	8(b) RELATED TO WORK YES	8(b) NO	8(c) CERT. ETC. YES	8(c) NO	8(d) ORGANISATION RESPONSIBLE
	Y	X	O	1	
	Y	X	O	1	
	Y	X	O	1	

INTERVIEWER: ASK ALL:

9(a) Have you been enrolled in any class before now. I mean since your full-time education ended?

		RING
(PREVIOUSLY)	YES	
	NO	

INTERVIEWER: NOW RING THE CODE THAT APPLIES

		RING
GO TO 9(b)	ENROLLED CURRENTLY AND PREVIOUSLY	Y
GO TO 9(b)	ENROLLED PREVIOUSLY ONLY	X
GO TO 10(a)	ENROLLED CURRENTLY ONLY	0
GO TO 11	NEVER ENROLLED	1

IF INFORMANT PREVIOUSLY ENROLLED: (Y OR X AT 9(a))

9(b) Were any of these classes related to your interests and hobbies rather than to your paid employment?

	RING
YES	2
NO	3

9(c) Did any of these classes lead to a certificate, diploma or degree?

	RING
YES	4
NO	5

9(d) Were any of these classes related to your paid job or employment?

	RING
YES	6
NO	7

9(e) What was the last class that you were enrolled in?

.....

9(f) Approximately how long ago was that?

	RING
ABOUT ONE YEAR AGO OR LESS	Y
ABOUT TWO - THREE YEARS AGO	X
ABOUT FOUR - FIVE YEARS AGO	0
BETWEEN FIVE - TEN YEARS AGO	1
MORE THAN TEN YEARS AGO	2
CAN'T REMEMBER	3

9(g) Did you actually finish the course?

	RING
YES	4
NO	5

IF NO: Why was that?

.....

.....

IF 'CURRENTLY' ENROLLED ASK FOR CURRENT CLASS FIRST MENTIONED IN 8(a)(Y OR O AT 9(a))

IF 'PREVIOUSLY' ENROLLED ONLY, ASK FOR LAST TAKEN CLASS IN 9(e) (X AT 9(a))

10(a) Could you tell me what were your main reasons for joining that class?

.....

.....

.....

10(b) What were the main benefits or satisfactions that you have derived from taking the course?

.....

.....

.....

ASK TO THOSE PREVIOUSLY ENROLLED ONLY: (X AT 9(a))

10(c) Is there any particular reason why you are not at the moment taking part in any class: for example like the one we have just been talking about?

.....

.....

.....

IF 'NEVER ENROLLED' ASK: (1 AT 9(a))

11 Actually a lot of people have never taken part in this sort of thing. Is there any particular reason why you yourself have not joined any classes like the ones we mentioned a few minutes ago?

RECORD COMMENTS VERBATIM: PROBE CAREFULLY:

.....

.....

.....

PROMPT 'ANY OTHER REASON' UNLESS INFORMANT SAYS 'NO' OR 'NO REAL REASON' OR SOMETHING SIMILAR

.....

.....

.....

ASK ALL:

12 Do you think that you will be joining a class in the near future - for example in the next year or two? (EXPLAIN TO THOSE CURRENTLY ENROLLED - Even the same subject that you are taking this year).

	RING
YES	Y
NO	X
NOT SURE	O
POSSIBLY	1

RECORD SPONTANEOUS COMMENTS HERE:

.....

.....

13(a) Some people have things that they'd like to learn more about, or would like to be able to do better. Is there anything in particular that you would like to know more about, or would like to learn how to do better - with regard to your work, homelife or spare time?

		RING
GO TO 13(b)	YES	Y
GO TO 13(f)	NO	X
	DONT KNOW	O

IF YES:

13(b) What is that?

.....

.....

PROMPT: Anything else?

.....

13(c) Why would you like to learn about .....?
TAKE THE SUBJECT FIRST MENTIONED IN 13(b)

.....

.....

.....

13(d) Supposing you went to a class on this subject, when would you prefer to attend? I mean on what days: what time on those days?

RING ALL THAT APPLY

	MORNING STARTING BEFORE 12 NOON	AFTERNOON STARTING 12 NOON +	EVENING STARTING 6PM +
MONDAY	Y	X	O
TUESDAY	1	2	3
WEDNESDAY	4	5	6
THURSDAY	7	8	9
FRIDAY	Y	X	O
SATURDAY	1	2	3
SUNDAY	4	5	6

13(e) Are there any subjects you would like to study, or things you would like to do better, but cannot because the opportunities don't exist in this area?

	RING
YES	Y
NO	X
NOT SURE	0

IF YES: Which subject or subjects?

.....

.....

ASK ALL:

13(f) Incidentally would you say that the range of classes available to adults in this area is:

RUNNING PROMPT

	RING
VERY WIDE	Y
WIDE	X
NEITHER WIDE NOR LIMITED	0
LIMITED	1
VERY LIMITED	2
DONT KNOW	3

13(g) How interested do you think most people living locally are in going to classes for adults? Would you say:

RUNNING PROMPT

	RING
MOST PEOPLE ARE VERY INTERESTED	4
MOST ARE INTERESTED	5
MOST HAVE NO FEELINGS ONE WAY OR ANOTHER	6
MOST ARE NOT VERY INTERESTED	7
MOST ARE COMPLETELY UNINTERESTED	8
DONT KNOW	9

14(a) Can you think how classes for adults could be made more popular?
RECORD ALL COMMENTS VERBATIM:

.....

.....

.....

14(b) Which one of the following three statements do you most agree with?

	RING
LESS PUBLIC MONEY SHOULD BE SPENT ON CLASSES FOR ADULTS	Y
ABOUT THE SAME PUBLIC MONEY SHOULD BE SPENT ON CLASSES FOR ADULTS	X
MORE PUBLIC MONEY SHOULD BE SPENT ON CLASSES FOR ADULTS	0
DONT KNOW	1

14(c) And which one of these three do you most agree with?

MANY MORE PEOPLE WOULD BE INTERESTED IN JOINING CLASSES FOR ADULTS IN THEY WERE FREE	2
ABOUT THE SAME NUMBER OF PEOPLE WOULD BE INTERESTED IN JOINING CLASSES FOR ADULTS IF THEY WERE FREE	3
A LOT LESS PEOPLE WOULD BE INTERESTED IN JOINING CLASSES FOR ADULTS IF THEY WERE FREE	4
DONT KNOW	5

15 Please look at the list of phrases on this card (SHOW CARD A). In talking to people in other parts of the country these are some of the reasons that have been given for adults going to classes.

TO THOSE CURRENTLY ENROLLED SAY: Would you please look at each parase and tell me whether each one <u>is</u> important or unimportant to you personally.

TO THOSE PREVIOUSLY OR NEVER ENROLLED SAY: Would you please look at each phrase and tell me whether you think each one <u>would</u> be important or unimportant to most adults who go to classes.

	IMPORTANT	UNIMPORTANT
1. TO HELP TO UNDERSTAND THEMSELVES BETTER	Y	X
2. TO DO THEIR PRESENT JOB BETTER	0	1
3. TO IMPROVE EDUCATION GENERALLY	2	3
4. BECAUSE FRIENDS COME	4	5
5. BECAUSE THEY CAN 'UNWIND' IN A CLASS	6	7
6. AS A HELP IN GETTING A BETTER JOB	8	9
7. TO BROADEN THEIR OUTLOOK	Y	X
8. TO DO SOMETHING CREATIVE	0	1
9. TO MEET PEOPLE WITH SIMILAR INTERESTS	2	3
10. AS A REGULAR EVENING OUT	4	5
11. BECAUSE THEY ARE UNCERTAIN WHAT TO THINK ABOUT PROBLEMS	6	7
12. TO USE THEIR TALENTS TO THE FULL	8	9
13. TO GAIN QUALIFICATIONS	Y	X
14. TO LEARN A SPECIFIC SKILL OR SUBJECT	0	1
15. TO TRAIN FOR A TRADE OR PROFESSION	2	3
16. TO HELP TO UNDERSTAND THE WORLD BETTER	4	5
17. FOR THE SOCIAL LIFE	6	7
18. AS A RELAXATION	8	9
19. TO DO SOMETHING DIFFERENT FROM USUAL	Y	X
20. TO TALK TO OTHER PEOPLE WITH THE SAME PROBLEMS	0	1
21. TO HELP TO UNDERSTAND OTHER PEOPLE BETTER	2	3
22. AS A PREPARATION FOR RETIREMENT	4	5
23. TO BE BETTER EDUCATED FOR THE SAKE OF THE FAMILY	6	7
24. TO GET MORE OUT OF THEIR LEISURE	8	9

16 Looking again at the card which do you think are the <u>three</u> most important reasons?

1. .....
2. .....
3. .....

(TAKE CARD A BACK)

17 Of course quite a lot of people don't go in for this kind of activity. Here are some of the reasons that people have given for not taking part. (SHOW CARD B).

TO THOSE CURRENTLY ENROLLED SAY: Please read these and tell me whether you think each one is important or unimportant to most adults not going to classes.

TO THOSE PREVIOUSLY OR NEVER ENROLLED SAY: Please read these and tell me whether you think each one is an important or unimportant reason to you personally.

	IMPORTANT	UNIMPORTANT
1. THEY NO LONGER THINK THEY COULD LEARN	Y	X
2. THEY ARE TOO BUSY WITH OTHER THINGS	0	1
3. THE SUBJECTS HEARD ABOUT SOUND UNINTERESTING	2	3
4. ITS TOO EXPENSIVE	4	5
5. THEY JUST HAVEN'T TIME OR ENERGY AFTER A DAYS WORK	6	7
6. THE THINGS THEY WOULD LIKE TO DO ARE NOT PUT ON	8	9
7. ITS DIFFICULT TO GET AWAY FROM HOME AT NIGHT	Y	X
8. ITS ONLY A FEW PEOPLE WHO ARE CUT OUT FOR THIS SORT OF THING	0	1
9. THEY HAVE WIDE INTERESTS WITHOUT BEING THE STUDYING TYPE	2	3
10. THEY HAVE NEVER ENJOYED LEARNING	4	5
11. NO BENEFIT WOULD BE OBTAINED FOR THEM PERSONALLY	6	7
12. CLASSES ARE FOR CHILDREN AND YOUNGSTERS	8	9
13. OLDER PEOPLE DON'T WANT TO START LEARNING NEW THINGS	Y	X
14. CLASSES ARE HELD AT THE WRONG TIME OF DAY	0	1
15. THE ACCOMMODATION AND SURROUNDINGS ARE TOO DULL AND DRAB	2	3
16. ITS TOO INCONVENIENT TO GET TO THE PLACES WHERE THEY ARE HELD	4	5

18 Which do you think are the <u>three</u> most important reasons on the card?

1. .....

2. .....

3. .....

(TAKE CARD B BACK)

19(a) Here is a different type of question. From your own experience or from what you've heard, what sort of person most often attends classes for adults. Would you say mostly men, or mostly women?

	RING
MEN	Y
WOMEN	X
BOTH	0
DONT KNOW	1

19(b) Similarly, would you say that they were mostly younger, middle-aged, or older people?

	RING
YOUNGER	2
MIDDLE-AGED	3
OLDER	4
A MIXTURE OF AGE GROUPS	5
DONT KNOW	6

19(c) Would you say more often married or single people?

	RING
MARRIED	Y
SINGLE	X
BOTH	0
DONT KNOW	1

19(d) Would you say more often people who've had a lot of education, or people who've had a little education?

	RING
A LOT	2
A LITTLE	3
BOTH	4
DONT KNOW	5

19(e) Would you say people who are good at mixing with other people, or people who are not so good at mixing?

	RING
GOOD AT MIXING	6
NOT SO GOOD	7
BOTH	8
DONT KNOW	9

19(f) Would you say people who are fairly satisfied or a little dissatisfied with life?

	RING
FAIRLY SATISFIED	Y
A LITTLE DISSATISFIED	X
BOTH	0
DONT KNOW	1

19(g) And would you say people whose main aim is to get ahead in life, or whose main aim is to enjoy life?

	RING
GET AHEAD	2
ENJOY LIFE	3
BOTH	4
DONT KNOW	5

19(h) Also do you think that most people who go do so because of interest in their leisure, their job, or in education itself?

	RING
LEISURE	Y
JOB	X
EDUCATION	0
A MIXTURE OF INTERESTS	1
DONT KNOW	2

20(a) Now to change the subject slightly: Would you say that the instructors were <u>mainly</u> school teachers or not?

	RING
TEACHERS	Y
NOT TEACHERS	X
BOTH	0
DONT KNOW	1

20(b) Do you think that <u>most often</u> these classes for adults take place in modern or old-fashioned surroundings?

	RING
MODERN	2
OLD-FASHIONED	3
BOTH	4
DONT KNOW	5

20(c) Do you think that the accommodation is <u>generally</u> comfortable or uncomfortable?

	RING
COMFORTABLE	6
UNCOMFORTABLE	7
BOTH	8
DONT KNOW	9

20(d) Do you think that the accommodation is specially designed for adults or for children?

	RING
ADULTS	Y
CHILDREN	X
BOTH	0
DONT KNOW	1

20(e) Lastly would you say that on the whole it was rather pleasant or rather unpleasant to attend classes for adults?

	RING
PLEASANT	2
UNPLEASANT	3
BOTH	4
DONT KNOW	5

21(a) There are some series on radio and television these days which are meant to help adults learn about things. Have you listened to or watched any that have been on recently, say in the last six months? RECORD IN GRID BELOW.
NOTE: IF RADIO (R) OR TELEVISION (TV) TAKE FIRST FOUR MENTIONED ONLY.

IF NONE RECALLED RING Y GO TO 22 — RING Y

FOR EACH SERIES MENTIONED ASK 21(b) and 21(c):

21(b) Have you used this particular series to help you learn about a subject? RING IN GRID BELOW.

IF YES:

21(b) Would it have been of use to you if together with the series:

(i) a reading list was obtainable (RING)
(ii) an informative book was obtainable (RING)
(iii) you could have gone to a class or discussion group (RING)

21(a) NAME OF SERIES		21(b) SERIES USED			21(c) READING LIST		BOOK		CLASS	
R	TV	YES	NO	UNCERTAIN	YES	NO	YES	NO	YES	NO
	8 9	Y	X	0	1	2	3	4	5	6
	8 9	Y	X	0	1	2	3	4	5	6
	8 9	Y	X	0	1	2	3	4	5	6
	8 9	Y	X	0	1	2	3	4	5	6

ASK ALL:

22 Finally, thinking just about school. How well do you feel you did there - would you say very well, quite well, average, a little below average, or not very well at all?

		RING
RUNNING PROMPT	VERY WELL	1
	QUITE WELL	2
	AVERAGE	3
	A LITTLE BELOW AVERAGE	4
	NOT VERY WELL	5
	DONT KNOW/CANT REMEMBER	6

CLASSIFICATION: ADULT POPULATION

In conclusion I would like to get a few more details about yourself. These are rather personal but, in this survey we have to make sure that the people we interview are as representative of the area as possible.

			RING
A	SEX	MALE	Y
		FEMALE	X
B	MARITAL STATUS	MARRIED	0
		SINGLE	1
		WIDOWED/DIVORCED	2
C	AGE GROUP	15 - 24	3
		25 - 34	4
		35 - 44	5
		45 - 54	6
		55 - 64	7
		65 +	8

D PRESENT OCCUPATION:* .....

(PROBE FOR FULL DETAILS): .....

TYPE OF INDUSTRY, BUSINESS OR SERVICE: .....

GO TO G. .....

*NOTE: 1. IF HOUSEWIFE OR PART-TIME WORKING HOUSEWIFE, STATE SO ABOVE: GO TO E.

2. IF RETIRED, STATE SO ABOVE: GO TO F.

E HOUSEWIVES LAST FULL-TIME OCCUPATION: .....

(PROBE FOR FULL DETAILS): .....

TYPE OF INDUSTRY, BUSINESS OR SERVICE: .....

GO TO G. .....

F RETIRED PERSONS LAST FULL-TIME OCCUPATION: .....

(PROBE FOR DETAILS): .....

TYPE OF INDUSTRY, BUSINESS OR SERVICE: .....

GO TO G. .....

G IF INFORMANT NOT HEAD OF HOUSEHOLD

HEAD OF HOUSEHOLD'S PRESENT OR LAST FULL-TIME OCCUPATION:

.....

(PROBE FOR DETAILS): .....

TYPE OF INDUSTRY, BUSINESS OR SERVICE: .....

.....

H TENURE OF HOUSE OR RESIDENCE

	RING
OWNER - OCCUPIED	Y
RENTED - PRIVATELY	X
RENTED - COUNCIL	0
OTHER TENURE	1
DONT KNOW	2

I SCHOOLING

What kind of school did you last attend?

LOCAL AUTHORITY OR CHURCH DAY SCHOOL:

	RING
MODERN OR ALL-AGE ELEMENTARY	Y
TECHNICAL OR CENTRAL	X
GRAMMAR	0
COMPREHENSIVE	1
OTHER (SPECIFY)	
.....	
.....	

PRIVATE SCHOOL:

	RING
DAY	2
BOARDING	3
BOTH DAY AND BOARDING	4
OTHER (SPECIFY)	
.....	
.....	

J LATER EDUCATION

Since leaving school have you taken any courses leading to a certificate diploma or degree at any of the following:

	RING NO	RING Y F.T.	RING Y P.T.
TECHNICAL, COMMERCIAL OR ART COLLEGE		X	0
COLLEGE OF FURTHER EDUCATION		1	2
TEACHER TRAINING COLLEGE/COLLEGE OF EDUCATION		3	4
UNIVERSITY		5	6
CORRESPONDENCE COLLEGE		7	
ANYTHING ELSE: SPECIFY			
.....			
.....		8	9

K SCHOOLING AND LATER EDUCATION

How old were you when you finished your full-time education?

	RING
UNDER 15	Y
15	X
16	0
17 - 19	1
20 AND OVER	2
CONTINUING	3

L Apart from informant are any other members of the household engaged in classes for adults, like the ones we have been discussing in the questionnaire?

	RING
YES	Y
NO	X
NOT SURE	O

M NUMBER OF PEOPLE IN HOUSEHOLD

	NUMBER
AGED UNDER 18	.....
AGED 18 - UNDER 21	.....
AGED 21 AND OVER	.....
TOTAL NUMBER	.....

TIME TAKEN

NAME AND ADDRESS OF INFORMANT

INFORMANT'S COMMENTS

INTERVIEWER'S COMMENTS

INTERVIEWER'S NAME

CONFIDENTIAL

THE NATIONAL INSTITUTE OF ADULT EDUCATION
(ENGLAND AND WALES)

ADULT EDUCATION SURVEY

INTRODUCTION

1. We are doing a survey on leisure-time and educational facilities amongst people in various areas of the country, and would be grateful for your co-operation. Could you please complete this questionnaire and return it to us in the pre-paid envelope provided. In order to ensure that our survey is accurate it is important that everyone who receives a questionnaire completes and returns it to us. Please send the questionnaire back to us by 28th February 1967 at the latest.

2. There is no need for you to give your name - but we would ask you to be as frank as you like in your answers.

3. This is not a test of what you know. We would be grateful if you would fill the questionnaire in on your own, without talking to other people about the questions and without looking up information from guides to the area etc. We would like you to help us as though we were having a private conversation about these topics. Please work through from question 1 onwards.

4. Most questions can be answered either by ringing a number or figure - which is usually in the margin on the right hand side of the page, or by writing comments in the spaces provided.

5. If there is anything you do not understand on the questionnaire - please tell us about it on the space left on the back page.

Sample Area		Questionnaire Number		Centre	Agency	Length of course

ONLY USE THIS SPACE TO RING APPROPRIATE CODE NUMBERS

STUDENTS QUESTIONNAIRE

1(a) We often hear that people have a lot more leisure-time these days than they used to have. By leisure-time I mean the time left over in the week and at the weekend after work and household jobs are done for the day. Do you agree with that?

PLEASE RING THE APPROPRIATE NUMBER

	RING
YES	1
NO	2
NOT SURE	3

IF 'YES' OR 'NO'

1(b) Why do you think that?

ANSWER:

.....

.....

2 Do you have about as much spare time when you've finished your work and other jobs as you'd like, or would you rather have more, or less?

(RING ONE ONLY)

	RING
AS MUCH AS I'D LIKE	Y
RATHER HAVE MORE	X
RATHER HAVE LESS	0
NOT SURE	1

3(a) May we go on to your own spare time activities and interests? What sort of things do you enjoy doing most in your spare time - that is in the time that you have left over in the week and at the weekend after your work and household jobs are done?

ANSWER:

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3(b) Is there anything else that you enjoy doing in your spare time?

ANSWER:

.....

.....

4(a) Are you a member of any societies, clubs, or associations at present?

		RING
IF YES GO TO 4(b)	YES	Y
IF NO GO TO 5(a)	NO	X

IF 'YES':

4(b) Do any of these meet in the Reading area? (That is within five miles or so of Reading?)

		RING
IF YES GO TO 4(c)	YES	0
IF NO GO TO 5(a)	NO	1

IF 'YES':

4(c) Which ones? (PLEASE LIST BELOW)

....

....

....

NOW A FEW LOCAL QUESTIONS - ABOUT THIS AREA

5(a) Firstly do you live in Reading County Borough or outside?

	RING
READING COUNTY BOROUGH	Y
OUTSIDE READING COUNTY BOROUGH	X

5(b) Approximately how far away from your home is the place you were attending when you received this questionnaire?

		RING
IF FIVE MILES OR LESS GO TO 5(c)	UP TO ONE MILE	0
	OVER ONE - UP TO TWO MILES	1
	OVER TWO - UP TO THREE MILES	2
	OVER THREE - UP TO FIVE MILES	3
IF MORE THAN FIVE MILES GO TO 7(a)	MORE THAN FIVE MILES	4

5(c) How long have you lived in the area, within five miles or so of Reading?

	RING
FIVE YEARS OR LESS	5
MORE THAN FIVE UP TO FIFTEEN YEARS	6
MORE THAN FIFTEEN UP TO THIRTY YEARS	7
OVER THIRTY YEARS	8

6(a) Suppose someone who has left school wants to learn more about some subject like French, or dressmaking or pottery. Perhaps, local history, car maintenance or current affairs. If that person asked you where he or she could go locally to get this sort of instruction what <u>places</u> would you mention?

<u>PLEASE LIST HERE</u>:

....

....

....

....

6(b) How did you yourself get to know about the facilities for this kind of activity available there?

<u>ANSWER</u>:

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.....

.....

.....

7(a) Could you now please write in the column provided below (Column 1) the name of all classes that you are <u>enrolled</u> in at present. If you are enrolled in more than one, please start with the class you were at when you received this questionnaire. I mean all classes, whether in Reading or elsewhere.

<u>FOR EACH CLASS</u>:

7(b) Is it related to your paid job or employment? (RING 'YES' OR 'NO' IN COLUMN 2).

7(c) Does it lead to any certificate, diploma or degree? (RING 'YES' OR 'NO' IN COLUMN 3).

AN EXAMPLE IS GIVEN IN THE GRID BELOW: In the example, the person is enrolled in a pottery class which is <u>not</u> related to work, and does not lead to a certificate.

1 CLASSES CURRENTLY ENROLLED IN	2 RELATED TO WORK YES	 NO	3 CERTIFICATE ETC. YES	 NO
POTTERY	Y	(X)	0	(1)
	Y	X	0	1
	2	3	4	5
	6	7	8	9

8(a) Could you tell me whether or not you have enrolled in any class before this year - 1966-67? By this I mean in the period since your <u>full-time education</u> ended.

		RING
IF YES GO TO 8(b)	YES	Y
IF NO OR NOT SURE GO TO 9(a)	(NO	X
	(NOT SURE	0

IF 'YES':

8(b) Were any of these classes related to your interests and hobbies.

	RING
YES	1
NO	2

8(c) Did any of these classes lead to a certificate, diploma or degree?

	RING
YES	4
NO	5

8(d) Were any of these classes related to your job or employment?

	RING
YES	7
NO	8

8(e) What was the last class that you were enrolled in?

.....

8(f) Approximately how long ago was that?

	RING
ABOUT ONE YEAR AGO OR LESS	Y
ABOUT TWO - THREE YEARS AGO	X
ABOUT FOUR - FIVE YEARS AGO	0
BETWEEN FIVE - TEN YEARS AGO	1
MORE THAN TEN YEARS AGO	2
NOT SURE	3

8(g) Did you actually finish the course?

	RING
YES	Y
NO	X

IF 'NO': Why was that?

.....

.....

.....

THE SATISFACTIONS YOU MAY GET FROM YOUR CURRENT CLASS MAY DEPEND ON A NUMBER OF FACTORS. IF YOU HAVE JOINED MORE THAN ONE CLASS CAN WE TALK ABOUT THE ONE THROUGH WHICH YOU RECEIVED THIS QUESTIONNAIRE.

9(a) Normally how far do you have to travel when you come to the class. Is it:

(RING ONE ONLY)		RING
	UP TO ONE MILE	Y
	OVER ONE - UP TO TWO MILES	X
	OVER TWO - UP TO THREE MILES	0
	OVER THREE - UP TO FIVE MILES	1
	MORE THAN FIVE MILES	2

9(b) What transport do you <u>normally</u> use to come?

(RING ALL THAT APPLY)		RING
	BUS	4
	TRAIN	5
	PRIVATE CAR OR MOTORBIKE	6
	CYCLE	7
	WALK	8

9(c) Do you <u>normally</u> come to the class from your home or from work?

(RING ONE ONLY)		RING
	FROM HOME	Y
	FROM WORK	X
	FROM SOME OTHER PLACE	0

9(d) Which phrase most accurately describes <u>your</u> ease of travel to the place where the class is held?

(RING ONE ONLY)		RING
	VERY EASY	Y
	EASY	X
	ALL RIGHT	0
	DIFFICULT	1
	VERY DIFFICULT	2

9(e) Which of the phrases below most accurately describes the comfort of the room where you meet?

(RING ONE ONLY)		RING
	VERY COMFORTABLE	3
	COMFORTABLE	4
	ALL RIGHT	5
	UNCOMFORTABLE	6
	VERY UNCOMFORTABLE	7
	COMFORT DOES NOT APPLY	8

9(f) Are there any refreshments available in the place where the class is held?

(RING ONE ONLY)

		RING
	YES	Y
GO TO 9(g)	NO	X
	NOT SURE	0

IF 'YES':

What do you think about the refreshment facilities? Would you say they are:

	RING
VERY GOOD	1
GOOD	2
ALL RIGHT	3
POOR	4
VERY POOR	5
NOT SURE	6

Any other comments?

ANSWER:

.....

.....

9(g) How convenient for you is the time at which the class is held?

(RING ONE ONLY)

	RING
VERY CONVENIENT	Y
CONVENIENT	X
ALL RIGHT	0
INCONVENIENT	1
VERY INCONVENIENT	2

Any other comments?

ANSWER:

.....

.....

10 How did you get to know about this class?

ANSWER:

.....

.....

.....

11 What were your main reasons for joining the class? PLEASE EXPLAIN FULLY

NOTE: IF THE CLASS IS PART OF A COURSE WHICH LASTS FOR MORE THAN ONE YEAR PLEASE GIVE YOUR REASONS FOR STARTING THE COURSE.

ANSWER:

.....

.....

.....

12(a) Would you say that the total length of the course is:

(RING ONE ONLY)

	RING
FAR TOO SHORT	Y
A LITTLE TOO SHORT	X
ABOUT RIGHT	0
A LITTLE TOO LONG	1
FAR TOO LONG	2

12(b) And would you say that each class meeting is:

		RING
(RING ONE ONLY)	MUCH TOO SHORT	Y
	A LITTLE TOO SHORT	X
	ABOUT THE RIGHT LENGTH	0
	A LITTLE TOO LONG	1
	MUCH TOO LONG	2

12(c) Would you say that in return for the money you spend on enrolment fees you get:

		RING
(RING ONE ONLY)	VERY GOOD VALUE	Y
	GOOD VALUE	X
	AVERAGE VALUE	0
	POOR VALUE	1
	VERY POOR VALUE	2

13 What about the standard of your present course? Do you find the standard:

		RING
(RING ONE ONLY)	MUCH TOO ADVANCED	3
	A LITTLE TOO ADVANCED	4
	ABOUT THE RIGHT LEVEL	5
	A LITTLE TOO EASY	6
	MUCH TOO EASY	7

14 Usually what does your meeting consist of?

		RING
(RING ALL THAT APPLY)	INDIVIDUAL PRACTICAL WORK	Y
	CLASS DISCUSSION	X
	A LECTURE OR DEMONSTRATION	0
	OTHER ACTIVITIES (PLEASE DESCRIBE)	1

.....

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Have you any comments about this arrangement?

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15 Some types of classes require <u>equipment</u> - such as tape-recorders, sewing machines, typewriters - <u>materials</u>, such as clay, wood, drawing paper: and <u>books</u>. Please ring in the grid below to show whether you consider the supply of these items to be adequate or inadequate.

	SUPPLY ADEQUATE	SUPPLY INADEQUATE	DOES NOT APPLY TO OUR CLASS
EQUIPMENT	1	2	3
MATERIALS	4	5	6
BOOKS	7	8	9

Have you any comments to make on the supply of:

(a) Equipment:

.....

.....

(b) Materials:

.....

.....

(c) Books:

.....

.....

16(a) Related to your class, do you do any of the following outside the class meetings?

	RING
INDIVIDUAL WORK ON YOUR OWN ACCORD	Y
WORK SET IN CLASS	X
OTHER ACTIVITIES (SPECIFY)	0

.....

.....

16(b) Have you any comments you would like to make on work related to the class done outside of the class meetings?

.....

.....

.....

17 Do you think that the class is asked to work:

(RING ONE ONLY)		RING
	MUCH TOO HARD	Y
	A LITTLE TOO HARD	X
	AT A REASONABLE LEVEL	0
	NOT VERY HARD	1
	NOT HARD ENOUGH AT ALL	2

18 Would you say that the teaching or instruction is:

(RING ONE ONLY)

	RING
VERY GOOD	3
GOOD	4
ALL RIGHT	5
NOT VERY GOOD	6
POOR	7

19 What about individual attention from the teacher or instructor? Would you prefer:

	RING
A LOT MORE	Y
A LITTLE MORE	X
ABOUT THE SAME AS NOW	0
A LITTLE LESS	1
A LOT LESS	2

20 What are the main benefits and satisfactions that you obtain from taking the course?

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.....

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21 Do you think that you will be joining, or continuing with, a class in the near future - for example in the next year or two?

	RING
YES	Y
NO	X
NOT SURE	0

22(a) Some people have things that they'd like to learn more about, or would like to be able to do better. Is there anything in particular that you would like to know more about, or would like to learn how to do better? For example, with regard to your work, or homelife, or spare time?

		RING
IF YES GO TO 22(b)	YES	Y
IF NO OR NOT SURE GO TO 23(a)	(NO	X
	(NOT SURE	0

IF 'YES':

22(b) Could you write below what subject or subjects you would like to learn more about or learn to do better?

ANSWER:

.....

.....

.....

TAKE THE FIRST SUBJECT MENTIONED IN 22(b)

22(c) Why would you like to learn about it?

.....

.....

.....

22(d) Assuming you went to a class on this subject, when would you <u>prefer</u> to attend? (PLEASE RING THE APPROPRIATE FIGURE OR FIGURES BELOW)

	MORNING	AFTERNOON	EVENING
MONDAY	Y	X	0
TUESDAY	1	2	3
WEDNESDAY	4	5	6
THURSDAY	7	8	9
FRIDAY	Y	X	0
SATURDAY	1	2	3
SUNDAY	4	5	6

Any other comments?

.....

.....

22(e) Are there any subjects you would like to study or things you would like to do better, but cannot because the opportunities don't exist in this area?

	RING
YES	Y
NO	X
NOT SURE	0

IF 'YES': Which subject or subjects?

<u>ANSWER</u>:

.....

.....

23(a) Incidentally, would you say that the range of classes available to adults in this area is:

	RING
VERY WIDE	Y
WIDE	X
NEITHER WIDE NOR LIMITED	0
LIMITED	1
VERY LIMITED	2
NOT SURE	3

23(b) How interested do you think <u>most</u> people living locally are in going to classes for adults. Would you say:

	RING
MOST PEOPLE ARE VERY INTERESTED	4
MOST PEOPLE ARE INTERESTED	5
MOST PEOPLE HAVE NO FEELINGS ONE WAY OR ANOTHER	6
MOST PEOPLE ARE NOT VERY INTERESTED	7
MOST PEOPLE ARE COMPLETELY UNINTERESTED	8
NOT SURE	9

24 How could classes for adults be made more popular?

<u>ANSWER</u>:

.....

.....

.....

25(a) Please look at the list of phrases below. These are some of the reasons that have been given by adults in different parts of the country for going to classes.

Would you please look at each phrase and tell me whether it is an important or unimportant reason to you <u>personally</u>.

REASONS GIVEN	IMPORTANT	UNIMPORTANT
1. TO HELP TO UNDERSTAND THEMSELVES BETTER	Y	X
2. TO DO THEIR PRESENT JOB BETTER	0	1
3. TO IMPROVE THEIR EDUCATION GENERALLY	2	3
4. BECAUSE FRIENDS COME	4	5
5. TO BE ENTERTAINED	6	7
6. THEY CAN 'UNWIND' IN A CLASS	8	9
7. AS A HELP IN GETTING A BETTER JOB	Y	X
8. TO BROADEN THEIR OUTLOOK	0	1
9. TO DO SOMETHING CREATIVE	2	3
10. TO MEET PEOPLE WITH SIMILAR INTERESTS	4	5
11. AS A REGULAR EVENING OUT	6	7
12. BECAUSE THEY ARE UNCERTAIN WHAT TO THINK ABOUT PROBLEMS	8	9
13. TO USE THEIR TALENTS TO THE FULL	Y	X
14. TO GAIN QUALIFICATIONS	0	1
15. TO LEARN A SPECIFIC SKILL OR SUBJECT	2	3
16. TO TRAIN FOR A TRADE OR PROFESSION	4	5
17. TO HELP TO UNDERSTAND THE WORLD BETTER	6	7
18. BECAUSE OF THE SOCIAL LIFE	8	9
19. AS A RELAXATION	Y	X
20. TO DO SOMETHING DIFFERENT FROM USUAL	0	1
21. TO TALK TO OTHER PEOPLE WITH THE SAME PROBLEMS	2	3
22. TO HELP TO UNDERSTAND OTHER PEOPLE BETTER	4	5
23. AS A PREPARATION FOR RETIREMENT	6	7
24. TO BE BETTER EDUCATED FOR THE SAKE OF THE FAMILY	8	9

25(b) Which do you think are the <u>three</u> most important reasons mentioned above?

1. .....

2. .....

3. .....

26 Now we have a different type of question. From your own experience or from what you've heard, what sort of person most often enrolls in classes for adults? Would you please ring round the category or categories in each group.

			CODING
Would you say in	GROUP A	MOSTLY: MEN	Y
		WOMEN	X
		BOTH	0
		NOT SURE	1
	GROUP B	MOSTLY: YOUNGER	2
		MIDDLE-AGED	3
		OLDER	4
		PEOPLE OF ALL AGES	5
		NOT SURE	6
	GROUP C	MOSTLY: MARRIED	Y
		SINGLE	X
		BOTH	0
		NOT SURE	1
	GROUP D	MOSTLY: PEOPLE WITH A LOT OF EDUCATION	2
		PEOPLE WITH A LITTLE EDUCATION	3
		BOTH	4
		NOT SURE	5
	GROUP E	MOSTLY: PEOPLE WHO ARE GOOD AT MIXING	Y
		PEOPLE WHO ARE NOT SO GOOD AT MIXING	X
		BOTH	0
		NOT SURE	1
	GROUP F	MOSTLY: PEOPLE WHO ARE FAIRLY SATISFIED WITH LIFE	2
		PEOPLE WHO ARE A LITTLE DISSATISFIED WITH LIFE	3
		BOTH	4
		NOT SURE	5
	GROUP G	MOSTLY: PEOPLE WHO WANT TO GET AHEAD IN LIFE	6
		PEOPLE WHO WANT TO ENJOY LIFE	7
		BOTH	8
		NOT SURE	9
	GROUP H	MOSTLY: PEOPLE WHO WANT TO FURTHER THEIR LEISURE INTERESTS	Y
		PEOPLE WHO WANT TO FURTHER THEIR JOB INTERESTS	X
		PEOPLE WHO WANT TO FURTHER THEIR EDUCATIONAL INTERESTS	0
		ALL TYPES	1
		NOT SURE	2

Here is a similar type of question about other features of classes for adults.

27(a) Do you think that most often these classes for adults take place in modern or old-fashioned surroundings?

	RING
MODERN	Y
OLD-FASHIONED	X
BOTH	0
NOT SURE	1

27(b) Do you think that the accommodation is generally comfortable or uncomfortable?

	RING
COMFORTABLE	2
UNCOMFORTABLE	3
BOTH	4
NOT SURE	5

27(c) Do you think that the accommodation is specially designed for adults or for children?

	RING
ADULTS	6
CHILDREN	7
BOTH	8
DONT KNOW	9

.....

28(a) There are some series on radio and TV these days which are meant to help <u>adults</u> learn about things. I wonder if you have seen or listened to any that have been on recently - say in the last six months.

	RING
YES	Y
NO	X

IF 'NO': GO TO 29

IF 'YES': PLEASE WRITE THE NAMES IN COLUMN <u>A</u> BELOW AND STATE IF RADIO OR TV:

<u>FOR EACH SERIES MENTIONED:</u>

28(b) Have you used this particular series to help you learn more about a subject? RING IN COLUMN <u>B</u>.

28(c) IF 'YES': Would it have been of help to you if, together with the series:

(i) a reading list was obtainable (RING IN COLUMN <u>C</u>)

(ii) an informative book was obtainable (RING IN COLUMN <u>D</u>)

(iii) you could have gone to a class or discussion group (RING IN COLUMN <u>E</u>)

A NAME OF SERIES	B SERIES USED YES NO NOT SURE	C READING LIST YES NO	D BOOK YES NO	E CLASS YES NO
	Y X 0	1 2	3 4	5 6
	Y X 0	1 2	3 4	5 6
	Y X 0	1 2	3 4	5 6
	Y X 0	1 2	3 4	5 6

29 Finally, thinking just about school. How well do you feel you did there? Would you say:

	RING
VERY WELL	1
QUITE WELL	2
AVERAGE	3
A LITTLE BELOW AVERAGE	4
NOT VERY WELL	5
NOT SURE	6

.....

CLASSIFICATION

Although this questionnaire is confidential we would like you to fill in the following personal details. This is in order for us to ensure that the questionnaires are given to as representative a selection of people in the area as possible.

A SEX

	RING
MALE	Y
FEMALE	X

B MARITAL STATUS

MARRIED	0
SINGLE	1
WIDOWED/DIVORCED	2

C AGE GROUP

15 - 24	3
25 - 34	4
35 - 44	5
45 - 54	6
55 - 64	7
65 +	8

D YOUR PRESENT OCCUPATION* (PLEASE GIVE FULL DETAILS):

.....

TYPE OF INDUSTRY BUSINESS OR SERVICE: .....

GO TO G .....

*NOTE: (1) IF YOU ARE A HOUSEWIFE OR PART-TIME WORKING HOUSEWIFE STATE SO ABOVE, THEN GO TO E
(2) IF YOU ARE RETIRED STATE SO ABOVE, THEN GO TO F

E IF HOUSEWIFE OR PART-TIME WORKING HOUSEWIFE, WHAT WAS YOUR LAST FULL-TIME OCCUPATION (GIVE FULL DETAILS):

.....

TYPE OF INDUSTRY, BUSINESS OR SERVICE: .....

GO TO G .....

F IF RETIRED: WHAT WAS YOUR LAST FULL-TIME OCCUPATION (GIVE FULL DETAILS):

.....

TYPE OF INDUSTRY, BUSINESS OR SERVICE: .....

GO TO G

.....

G IF NOT HEAD OF HOUSEHOLD (THAT IS IF NOT THE PERSON WHO OWNS THE HOUSE OR WHO IS RESPONSIBLE FOR THE RENT)

WHAT IS THE PRESENT OR LAST FULL-TIME OCCUPATION OF THE HEAD OF HOUSEHOLD (GIVE FULL DETAILS):

.....

TYPE OF INDUSTRY, BUSINESS OR SERVICE: .....

.....

H TENURE OF HOUSE OR RESIDENCE

	RING
OWNER - OCCUPIED	Y
RENTED - PRIVATELY	X
RENTED - COUNCIL	0
OTHER TENURE	1
DONT KNOW	2

I SCHOOLING

What kind of school did you last attend?

LOCAL AUTHORITY OR CHURCH DAY SCHOOL:

	RING
MODERN OR ALL-AGE ELEMENTARY	Y
TECHNICAL OR CENTRAL	X
GRAMMAR	0
COMPREHENSIVE	1
OTHER (SPECIFY)	
.....	
.....	

PRIVATE SCHOOL:

DAY	2
BOARDING	3
BOTH DAY AND BOARDING	4
OTHER (SPECIFY)	
.....	
.....	

J LATER EDUCATION

Since leaving school have you taken any courses leading to a certificate, diploma, or degree at any of the following? Please ring the appropriate figures.

	ATTENDANCE FULL TIME	ATTENDANCE PART TIME
TECHNICAL OR ART COLLEGE	X	0
COLLEGE OF FURTHER EDUCATION	1	2
TEACHER TRAINING COLLEGE/ COLLEGE OF EDUCATION	3	4
UNIVERSITY	5	6
CORRESPONDENCE	7	
ANYTHING ELSE (SPECIFY)		
.....		
.....		
NO	Y	

K SCHOOLING AND LATER EDUCATION

How old were you when you finished your <u>full-time education</u>?

	RING
UNDER 15	Y
15	X
16	0
17 - 19	1
20 AND OVER	2
CONTINUING	3

L Apart from yourself are any other members of your household engaged in classes for adults like the ones we have been discussing in the questionnaire?

	RING
YES	4
NO	5
NOT SURE	6

M NUMBER OF PEOPLE IN YOUR HOUSEHOLD

	NUMBER
AGED UNDER [illegible]	.....
AGED 18 - UNDER 21	.....
AGED 21 AND OVER	.....
TOTAL NUMBER	.....

N NAME OF CENTRE YOU ATTENDED WHEN YOU RECEIVED THE QUESTIONNAIRE

.....

CLASS: .....

USUAL TIME OF ATTENDANCE: .....

THANK YOU VERY MUCH FOR COMPLETING THE QUESTIONNAIRE. PLEASE WRITE IN ANY OTHER COMMENTS YOU WOULD LIKE TO MAKE ON THE BACK PAGE.

0 PLEASE WRITE BELOW ANY OTHER COMMENTS YOU WOULD LIKE TO MAKE: